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ABSTRACT

During the 1979-80 academic year the Vocational Guidance Program at Halstead High School, a rural school with an enrollment of 225 students, placed over half the juniors and seniors in work-study positions, helped 24 seniors secure $38,000 in scholarship awards, and provided some type of career materials and information to students in all grades to provide work-study opportunities for high school students. In grades K-8 the classroom teacher incorporates career study into the traditional curriculum areas. In grades 9-12 teachers conduct career exploration units related to their particular discipline: and the school counselor coordinates the total program, which includes individual and small group guidance, financial aid planning for college-bound students, work-study placements in the community, special attention to the needs of female students and students who do not plan post-high school study, and campus visits by representatives from colleges, the military, technical-vocational schools, and business. Appendices include guidelines for developing a counseling approach to career education, for cooperation between high schools and vocational-technical schools, and for work-study programs. (JH)

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CAREER EDUCATION AND VOCATIONAL GUIDANCE IN A SMALL, RURAL SCHOOL DISTRICT

A Counseling Approach

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CAREER EDUCATION AND VOCATIONAL GUIDANCE IN A SMALL, RURAL SCHOOL DISTRICT

A Counseling Approach

Career education is a dynamic on-going process which ultimatley takes place within each individual. Further, career education is education- a learning experience. It is a journey-not a destination. Career Education is the responsibility of all educators and should be represented throughout the educational spectrum from pre-school through graduate school. Career education is continuous, dynamic, and a shared responsibility. It is not something done to students or for students; it is done with students. The student must assume some responsibility for career education and planning.

The only factor we can be sure about regarding the future of gainful employment is change. We can no longer prepare individuals for specific jobs or narrow fields of employment from which they will retire after many years of service. Indeed our greatest potential for success is in the total development of the individual. Traits such as self-awareness, confidence, learning skills, social skills, communication skills and a questioning mind must be developed within each student.

All people move through the following "stages of development" as they seek, consciously or unconsciously, to find a "place" where they can make a real contribution to their own total development and to society:

Awareness
Self-exploration
Interests and Aptitudes
The Decision making Process
Occupational Exploration

However, not all students in any single grade level are at the

same point. Nor do all students progress at the same rate. This is another reason that the "Counseling Approach to Career Education" is superior to Lock-step experience using "canned and commercially prepared materials."

CAREER EDUCATION-ELEMENTARY LEVEL

In USD #440, career education in grade kingergarten through eight is handled primarily by the classroom teacher where it is a part of many academic disciplines such as reading, math, social studies, and science. Departmental meetings, special materials, workshops, materials, and in-service programs reinforce the efforts of individual faculty member. Specific examples of Career Education activities and concepts in grade K-8 include the following:

K

Work as a natural part of life. What people do. What family members do. Homemaking and farming as occupations. Equal male and female relationships in work.

1

DUSO Kit. Puppets. Homemaking and Farming. All about me. The family and work. What is work? Work in the home. Field trips to places of employment.

2

Community helpers. What I want to be. Assignments related to the various units of study on "jobs." Films and filmstrips. Materials from the Vocational co-operative.

3

Use of puppets in careers. Materials from the Vocational co-operative. Careers incorporated into the units of study.

4

Looking into jobs. English units related to occupations. Bulletin board materials on careers, jobs, and current materials on career opportunities. Individual student reports on jobs of interest.

5

Regular use of the Weekly Reader materials featuring a different job or aspect of work each week. Individual reports on jobs. Assignments incorporated into regular units of study in the curriculum.

6

Career Education Kits and Centers. Contract-type assignments investigating careers and integrated materials into the classroom units.

7

Departmentalized. Understanding myself and others. Career and work packets. Careers incorporated into science, social science and other units of study.

8

Departmentalized. Special emphasis in social science and science on understanding self, tradition as it relates to work, careers, and total life.

The key component, of course, is incorporating career education materials into the regular curriculum by the classroom teacher. An obvious example would be the Kindergarten class taking a field trip to a farm. In addition to the many things seen and discussed, the teacher also prepares the class to observe, ask questions and discuss the jobs that are related to the farm. Of course, as students progress through the grades, the career education component becomes more comprehensive and detailed.

CAREER EDUCATION-SECONDARY LEVEL

In USD #440, career education in grades 9 through 12 and the "post high school" program encompass the following: Career education materials available in the Student Personnel Service Office and the Media Center. A Career Education file for teachers to utilize as a resource tool. Career Education in-service programs for faculty. Regular contacts with the State Employment Service, Civil Service and similar "front line agencies". On-Campus visits by over 40 representatives of colleges, military, technical schools and community business, and "in-class" career education experiences provided by the Counselor.

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Special emphasis here, which is the first year of high school, is placed upon a "proper" beginning toward a "successful" high school experience. This includes pre-enrolment during the previous spring, registration during the summer and several additional small group and individual counseling sessions. A wide variety of programs are available including a Learning Resources Lab (learning disability), acceleration and a comprehensive program for the gifted, talented, and creative student. Each student has an individualized schedule built on the basis of interests, aptitudes, teacher recommendations, parent input and counseling. Emphasis is upon mastery of basic skills, social skills, development of peer relations, learning "how to learn" and general educational goals. Counseling attention, in addition to the above dimensions, begins to help the students focus on their interests and possible general career areas. For those students who are ready for more advanced planning and thinking, more in-depth individual and small group work is scheduled. Extra-class activities and athletics are also encouraged as an important part of each student's high school experience.

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This is still a year in which students can remain "general" in their selection of classes or they may begin to take a second course in any area. Each student is counseled to take some required courses and some electives each year. Reading achievement tests and scholastic aptitude tests are administered both at 9th and 10th grade levels and are used for counseling purposes. Individualized scheduling is continued throughout high school as well as encouragement to participate in extra-class activities. Some departments such as Home Economics, English, Science and Social Science begin special work in careers as they relate to their respective areas and to careers in general. The counselor works with individual students, small groups and classes in areas relating to careers throughout the year. some students are still in the "developing awareness" stages of careers and some are quite advanced in their planning. Teachers in the various disciplines discuss and encourage students in their respective areas. Special testing is available and is used as necessary for career, educational and personal counseling.

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During the Junior year, students are urged to begin "focusing" (not "narrowing") their career emphasis if possible. Major areas as work, vocational school, college need to be examined. Students are encouraged to explore widely, but also to realize the necessity for beginning to "focus" for further planning. National Merit Testing, ACT, early scholarship application, summer programs and a variety of special programs are availablefor students. Individual counseling continues to help

students focus on the future and their own development. Parents are involved as much as they care to be throughout the process. At this level, students may take the third class in an area of interest and they may choose from a wider range of electives such as psychology, sociology, yearbook, newspaper and independent study in any of the subject matter areas. Careers becomes a very important part of the Learning Resources Lab and the Gifted Education Program. Students may also begin the "Careers" (work study) program and they may attend the vocational/technical school for up to one-half day in any of six vocational areas. Planning for early graduation, if indicated, is also begun.

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The Senior year begins with individual and group interviews.with each student, now focusing on programs, goals, schools and plans as specifically as possible. Plans are made for ASVAB, ACT, CEEB testing and others. Application for jobs or schools are begun. Special programs are continued with heavy emphasis on careers, clusters, specific jobs and remediation of deficient personal skills. Heavy emphasis is also placed upon financial assistance for post-high school education or training. Classes during the Junior and Senior years are geared especially toward career goals - if the student has progressed to that level in development-and contain many electives.

Follow-up

Comprehensive follow-up studies are conducted each year for the last three graduation classes. Students are asked to assess their general high school preparation, specific areas of strength and weakness in preparing them for careers, comments and suggestions on the counseling program and a chronolgy of what each student is, and has been, doing and what work and/or educational experiences they have had.

Personal contact is maintained with as many of the graduates as possible to continually assess how Halstead High School is doing in preparing students for their future.

Vo-Tech Presentation

Communication is a never-ending job! This is especially true in helping high school students realize the many career opportunities open to them. Students planning to attend college after high school have a variety of people who will help them with their planning.

However, those students who are planning to go directly to work after graduation or who are planning to attend a vocational/technical school are not so fortunate. The Counseling Office at Halstead High School makes a special effort to acquaint these students with the many quality opportunities open to them in the vocational/technical areas as well as directly entering the work force. The program includes:

The attitude of the counseling center is that a student may be interested in-or may choose-any career and receive as much general

information as possible - whether the choices are vocational, occupational or college. There is no attempt to "judge" a student's choice: However, students are urged to make the most of their abilities, skills, talents, and opportunities.

As much counseling time is spent with the vocationally or occupationaly oriented student as with the college-bound student.

As much display area, catalogues, and information is available for vocational opportunities and occupational careers as for the traditional college areas.

Speakers, assemblies, programs, and special events relating to vocational/technical areas are regularly scheduled.

Seniors who are interested in vocational or technical areas each receive a minimum of one in-depth counseling session on information and career opportunities in these areas.

Enrollment in survey-type vocational courses is encouraged.

During each winter term, special assemblies are held for the entire Sophomore and Junior classes as well as Seniors devoted exclusively to vocational/technical education and planning. Those students who have an interest in a vocational area pursue vocational classes and/or enrollment in the vocational program for up to three hours per day during their Junior and Senior years. Students may also elect to enroll for post-secondary vocational education and training after graduation from Halstead High School. (The Vocational/technical school is located 12 miles away in Newton, Kansas.)

The only cost for high school students in the vocational program is for tools, special clothing and materials used in the classes. Post-secondary students pay only 10 percent of their tuition plus tools, special clothing and materials.

Vocational Guidance in a Small, Rural School District

Halstead, Kansas is a community of 1,900 located in the Southcentral part of the state, 35 miles Northwest of Wichita. It is the site of the Hertzler Medical Clinic and Hospital and has several manufacturing plants, mostly relating to the mobile home and modular home industry. The high school has an enrollment of 225 students (1980) in grades nine through twelve.

Having a business background, Dr. Allen McCune, high school counselor, has been interested in developing and explanding several programs including

vocational guidance and career education. The Counseling Center maintains a large variety of printed and media materials for use by the counselor, faculty, staff and individual students.

Briefly, the Vocational Guidance Program consists of a coordinated effort by school personnel and the community to provide vocational and career materials and information for students, and to provide actual placement of students in jobs while they are still in high school. Teachers in the high school conduct career exploration units relating to their particular discipline such as home economics, English, social science, science, or business. The units last from three to seven class periods and include the use of interest tests, self-inowledge inventories, D.O.T., O.O.H., teacher-prepared materials, Chronical Guidance Files and specially prepared materials from the Counseling Center and from the Newton Vocational/Technical School, and the Central Kansas Area Career Center.

The counselor then works with students individually and in small groups developing and encouraging vocational awareness and interests in careers, future planning, and goal setting. For the Juniors and Seniors, the planning focuses on job clusters, actual job placement and post-high school educational and vocational opportunities. As much time and emphasis is placed with those students planning to enter the labor market directly upon high school graduation as with those students planning to attend college or a vocational/technical school.

The counselor helps students find jobs in the community and in surrounding areas. He also works with students who experience difficulty on the job as well as those who lose their job and need other employment. Student positions range from entry-level career positions to semi-skilled jobs and students are paid the prevailing wage rates for their work. During the 1977-78 academic year, eight Seniors participated in the "Careers"

program in which they received high school credit for up to two hours of released time from regular curricular studies. Of the 57 members of the 1978 Senior Class, 46 (80%) held "regular/part-time" positions while attending high school and 27 Juniors (45%) were similarly employed. Further, nine Sophomores (15%) are employed. During the 1978-79 academic year, 12 Seniors participated in the "Careers" program and 75% of the Seniors and 49% of the Juniors held "regular/part-time" positions. During the 1979-80 academic year 14 Seniors enrolled in the "Careers" program and 59% of the Seniors and 53% of the Juniors worked regularly while in High School. It is more difficult to place the younger students because of their ages, insurance requirements and working restrictions. There are many "success" stories connected with the program as many students enter the labor market with saleable skills or are able to work their way through an educational program by using their previously acquired skills and knowledge.

An extensive financial assistance program is also part of the career counseling effort. Of the 1978 graduating class, 31 (54%) planned some type of post high school educational or vocational training and 21 of these students were awarded nearly $31,000 in awards to continue their educational/vocational career plans. Twenty-four Seniors in the 1979 graduating class received over $38,000 in awards.

These same career counseling opportunities are available to graduates of Halstead High School and each year from 45 to 60 alumni contact the Counseling Office for counseling, materials, information, or assistance of some type. A continuous follow-up study indicates that about 59% of the students seeking post-high education do complete their planned program. A special effort is made to assist young adults between the ages of 18 and 25 in the community who are making new career choices and who are seeking post-high school education or vocational training.

CAREER COUNSELING
and Women

In a Small, Rural School District

Ideally, this aspect of Career Counseling should not have to be spelled out. It must not be considered a "separate" program, but must receive special emphasis.

We have found from experience that in a small, rural school district, girls sometimes need additional encouragement and materials to help them maximize their skills and opportunities. Girls in large, urban settings frequently have more access to information, attitudes and opportunities not readily available in other areas. It is important, therefore, that the following ideas and attitudes be implemented:

The counseling staff should be especially aware of their attitudes and actions in career counseling. (for example: girls interested in Science, Math, medicine, or business must be encouraged to pursue professional careers just as boys would be) Often these bias ed attitudes are very subtle.

This examination of attitudes and action should also be undertaken by administration, faculty and staff.

The counseling personnel should take special care that all materials and programs available to students present equal opportunities to both males and females. Further, in individual and group career counseling sessions, emphasis on individual development must be continually stressed.

It is also very important to have some materials readily available in the Counseling center which place special emphasis on "Careers for Women." These materials must be well-organized, contain relevant information and answer questions young women have regarding careers and their future.

An excellent evaluative tool for this aspect of a career counseling program is to regularly ask individuals and groups of girls, quite frankly, if their needs are being met in career counseling and planning and what their feelings are as women as they plan for their futures and careers.

Another component of the Counseling Model for Career Education and Vocational Guidance is the Integrated Classroom Program. This part of the program is primarally based upon the central role of the classroom, classroom teacher and the building administration and staff.

Some Philosophical Bases

Career Education must be fully integrated into the total educational program of the school and district. Career Education is not an isolated, one-shot program.

Career Education must be based upon the classroom or school activity.

Career Education must be a part of every school and it can be especially effective in the smaller schools.

Career Education may have a low internal profile, but may also have a high external profile.

Large amounts of money are not necessary - in fact, such funding often detracts from effectiveness.

Some Guidelines for an Integrated Career Education Program.

Someone must be in charge! The director must have practical employment experience, be located within the school and have other, regular educational and activity responsibilities.

Classroom presentations must be arranged through personal contact with the teachers or sponsors; the presentations must be available when needed and relate to the unit under study.

The presentations must be lively, interesting, entertaining - even exciting! They must also be topical, current and include handouts and outlines.

Follow up on all individual student questions promptly.

Include all students in the program: handicapped, special education, gifted, new and part-time students.

Keep good records of presentations to build a sound foundation and to avoid duplication.

Be objective in presentations and examples - not judgemental. Make your biases clear and have an affirmative action program.

All subject matter areas may be included in the program.

Evaluate each presentation

INDEPENDENT STUDY AS A PART OF CAREER EDUCATION

One of the important components of the career education program at Halstead High School is "Independent Study." Independent Study is offered in every area of study: home economics, English, social science, science, mathematics, drama, shop, art and others such as "research" and "psychology."

In smaller high schools, the curriclum is limited and many classes are offered only one time during the school day or only in alternate years. Conflicts are frequent as students attempt to take all the required courses, classes they would enjoy taking and those classes which are necessary for college and career preparation. A viable solution to this dilemma has been the organization of a comprehensive independent study program.

Generally, the independent study program is for the student who has taken all classes offered in an area or who cannot schedule advanced classes and who desire or need such classes for college or career planning.

The first step is for the student to discuss this option with the counselor. Some screening takes place here and every effort is made to meet the needs of the student within the regular schedule. If it is determined that an independent study class is best, the student then must contact a teacher in the area of study to see if he/she has the time for such a project. If there is general agreement, the student proceeds to the next step. No teacher is required to take a student in independent study. Most of the faculty; however, try to take a student if there is a request and if the student has met the necessary prerequisites because the student is interested in the same field as the teacher and the student has demonstrated capability in the area. Teachers are encouraged to take no more than one student per semester in independent study, but some have taken more.

The teacher and the student, sometimes with the counselor and/or principal, decide on a general outline of specifically what is to be accomplished, where the student will work and what final product is expected. The teacher, sometimes with the counselor and student, determines the grade for the project and this grade counts toward graduation, toward credit in the field and toward honor roll and honor society qualification. Although there is no rule against it, no student thus far has taken more than one independent study course in an area though some have taken additional independent study courses in other areas. All of the school rules of attendence and discipline, govern independent study (some students may check out of school to do research, interview or gather information). Independent study may not be substituted for another class or for a school or state requirement. (i.e. Independent Study in social science may not be substituted for American History or World History). Each year 12 to 15 Juniors and Seniors enroll in Independent Study.

Senior Career Meeting

One of the most valuable parts of the Career Education Program is the Senior Career Meeting. This has been done for nine years and it has been very successful according to student evaluations.

During the first week in January, while most colleges and universities are still between semesters or on inter-term, all members of the previous graduating class are invited to return to Halstead High School for a meeting with the current Senior Class. Of the 55 to 65 graduates invited each year between 12 and 18 come. (We begin planning for this meeting in November) Of course, those accepting our invitation, are those most interested in what they are doing, so the meetings have always been most valuable to our graduating seniors.

Most of the students are in some type of education/training program; college, junior college or vocational school; however, each year we do have representatives who are in the military and who are working. The first part of the meeting is structured with each graduate responding to the same series of questions. The questions have been developed during the first semester from interviews with current seniors. The second part of the hour, the graduates respond to questions from the group.

Because the questions are developed "new" each year and because of the contact between the two groups, there is an honest interchange of ideas, an openness and frankness which cannot be duplicated by "faculty, staff or recruiters."

Immediately after the meeting, many seniors make changes in their future and career plans. We have been working toward this since August, but after hearing advice and comments from recent graduates, the Seniors "really get down to business."

Many of the graduates who are in the military or are working, frankly share with the seniors that they are now planning further education or training and many graduates have very frank advice for the seniors about studying, discipline and responsibilty. Since there is still one semester of high school left for the Seniors, they can modify (and many do) their schedule to take additional course work, get into an independent study program or enter the careers (work-study) program.

It is important again to stress the importance of helping students make the best possible career decisions; not judging them or forcing them into a narrow or undesired plan. Equal time and resources must be focused upon students planning to go directly to work after graduation from high school.

So you're not going to college ....

For the past 15 years, approximately 35% to 40% of the graduating classes at Halstead High School did not plan full time attendance at a 2 year or 4 year college, vocational school, or specialized institution. This figure is in line with national trends of post-high school planning. Students now planning further FORMAL education should; however, continue to LEARN and to improve themselves and their job skills.

Competition is very strong for jobs in the future as millions of people enter the job marked. More and more training and skills will be required to obtain a job, keep a job and be promoted to better paying and more interesting positions.

If you are not planning to enter a formal college program, you may be interested in: vocational programs, technical schools, military service, apprenticeship programs or on-the-job training.

You will spend as many as 45 to 55 years working. Decisions regarding your job will influence where you live, how well you live - as well as almost ever facit of your life.

If you have any questions about jobs, careers, training programs or opportunities please stop in the counselors office.

Specific Materials Useful in

THE COUNSELING APPROACH TO CAREER EDUCATION

There are may, many materials available related to career education. However-materials are the third part of the Counseling Approach to Career Education-not the first. The most important part of the Counseling approach to Career Education is the <u>students</u>. The second is the personnel working in the program.

Adult, Vocational, and Continuing Education
Mafex Associates, Inc. publishers
90 Cherry Street
Box 519
Johnstown, Pa. 15907
Books, Materials, and games related to career Education in general and Content areas.

Apprenticship Training Opportunities, Apprenticeship Information Center
Kansas State Employment Service
Topeka Apprenticeship Information Center
1039 Topeka Avenue
Topeks, Kansas 66612
An excellent guide to apprenticeship opportunities. (Note: the Kansas State Employment Service has many excellent materials.

Audio-Visual TeachingMaterials. ESP,Inc.
1201 E. Johnson
P.O. Drawer 5037
Jonesboro, Ar. 72401
Cassettes and Spirit Master books

Building Your Tomorrows
America Learning Systems
P.O. Box 2173
Columbus, Georgia 31902

Bulletin Board Guide Book S.P.I.C.E.
U.S.D. 290
Ottawa, Kansas
Very good bulletin board ideas on Career Education for elementary and secondary schools.

Career Associates, P.O. Box 2316, Newport Beach, CA 92663
General career education materials

Career Developement Program
Un. City, Mo. School District
University City, Missouri
Excellent guides to Career Developement

Career Education for Gifted and Talented Students.
Texas A&M University
College Station, Texas 77843

Career Education: Guidance and Values
Prentice-Hall Media Catalogue
150 White Plains Road, Tarrytown, N.Y. 10591
Good source of books and materials on career education and values.

Career Education: Plans and Programs of the States.
Chronicle Guidance Publication Monrovia, N.Y.

Career Manual
Kansas State University
Emporia, Kansas 66801
An excellent manual on career and job clusters

Career Programs
Box 948
Los Alamitos, California 90720
Mini-briefs, packets, and activities for career centers and classroom use.

Career Resource Centers, Houghton Miffin Company
6300 Akwood Avenue
West Hartford, Conn. 06110
Ideas and materials for developing a Resource Center on Careers.

Career Resource Guide
Buffalo Public Schools
Buffalo, New York
Division of Curriculum Evaluation and Developement
An excellent guide of planning and carrying out career education activities in the classroom.

Careers
Educational Reading Services
320 Rt. 17
Mahuah, New Jersey 07430
Excellent Multi media materials on Career Advancement

Careers
Society for Visual Education, Inc.
1345 Deiversey Parkway
Chicago, Illinois 60614
Filmstrips, records, cassettes, and guides on career exploration, careers, skills, and vocational guidance.

Career World
Curiculum Innovations, Inc.
501 Lake Forest Ave.
Highwood, Ill. 60040

Central Kansas Career Development Program
218 E. 7th
Newton, Kansas 67114
An excellent library and resource catalogue of career education materials.

Creative Visual Vocational Guidance
Gamco Industries, Inc.
P.O. Box 1911
Big Springs, Texas 79720
Cassettes, filmstrips equipment and transparenticies on career and Vocational Guidance

Educational ABC's of Industries
American Industries, Inc.
2212 11th Street
Niagaro Falls, New York 14305
A cirriculum enrichment program emphazing many major industries

Evaluation and Employees
Materials Laboratory
1885 Neil Avenue, 115 Townshend Hall
Approaches career education through what an employer looks for when hiring people.

Job Skill Series RMI Media Production Inc.
701 Westport Road
Kansas City, MO. 64111
Filmstrips and slide presentation

Kansas Curriculum Materials Dissmination Center
207 Whitesitt Hall
K.S.U. Pittsburg, Ks. 66762
Excellent Materials

Kansas Institute for Career Development
Kansas State University
Manhatten, Kansas 66506
Excellent coordination unit for career education.

King Features
Education Division, Real World Newspaper
Dept. 1220
235 East 45th Street
New York, N.Y. 10017
Very good newspaper on careers, published monthly.

U.S. Government has many sources of free or inexpensive career education materials. These are available from a variety of department. One is the U.S. Dept. of Labor Distribution, 911 Walnut Street, Kansas City, Missouri 64106

For more information on any phase of a career education program, please contact:

Dr. Allen McCune, Counseling
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(316) 835-2682

APPENDICES

THE HIGH SCHOOL COUNSELOR'S ROLE IN FINANCIAL AID PLANNING

Yes! The high school counselor does have a vital role in financial aid planning.

A great deal has been written regarding "what counselors should do, what their priorities should be" and "what counseling is all about." Unfortunately most of this writing and most graduate programs in counseling pay very little or no attention to the area of financial aid planning. Whatever the reasons are for this lack of attention, it cannot be allowed to continue.

There are, of course, high school counselors who place financial aid planning high on their list of priorities unfortunately, many do not even place this very important area on their priority list at all-or it receives a very low priority. We do what we want to do and we make time for those activities which we feel are important to us personally, professionally as counselors and are important to those with whom we work.

There is much more to financial aid planning than filling out forms, though this is a part of the program. Financial aid planning is the only way many students can make their dreams come true, achieve their goals and make personal and professional contributions to society as well as to their own development. Involved in this is the support system by which the counselor encourages students to make the most of their abilities and opportunities and helps them and their families plan for additional education and training beyond high school. Helping students plan for their future and become responsible for their decisions is a substantial part of the high school counseling role in financial aid planning.

Too many counselors view financial aid as helping only those students who are planning to attend four-year colleges and universities. Not true! Financial assistance is available for students participating in Junior College one and two-year programs, vocational schools and specialized schools. Financial aid planning encompasses scholarships, academic and, athletic awards, loans, grants, work-study program and many other areas.

Yes, it is a complicated area! But so is personal counseling, crisis intervention and other aspects of the high school counselor work. Detailed forms, changing requirements and dealing with colleges, schools, state and federal agencies are part of financial aid planning. Help is available! Many Financial Aid Administrators will provide general information on all types of financial assistance and specific help with applications and special programs.

Some suggestions for high school counselors:

Place financial aid planning high on your list of priorities! It should rank only behind crisis intervention and personal counseling.

Get information! Contact financial aid administrators at local colleges, universities, junior colleges and vocational/technical schools. Also national agencies such as the American Testing Corporation are excellent resources. Attend conferences and work shops on financial aid planning. Lawyers and tax accountants can also be very helpful.

Get acquainted! Learn to know financial aid administrator especially of schools which your students attend. Become familiar with the special requirements and procedures of each institution.

Start early! The beginning of the Junior year is not too early to begin financial aid planning with students. With planning, this can easily be done during regular counseling sessions.

Reach out! Don't expect parents and students to automatically come in to your office and ask for financial aid information. Schedule parent meetings, meet with local clubs and organizations, use the telephone.

Develop your financial aid counseling skills! You will be dealing with student's and parent's financial information. This requires sensitivity, tact, honesty and confidentiality. This type of counseling is somewhat different from traditional counseling sessions.

Assemble materials! Have financial aid materials available in the counseling office for parents and students.

Keep records! Know what your students are planning to do, what financial needs are evident and what steps have been taken to meet these needs. Keep records of how successful students are in receiving financial assistance. Of course, amounts should be kept confidential, but these records are a great resource for future financial aid planning with other students.

Follow-up! Even after working very hard during the academic year, there will still be some "loose ends" into the summer months. Make arrangements to check on student financial aid plans, answer questions and help with the final details.

Tell people! Be proud of the fact that students in your high school have been successful in receiving financial assistance to continue their education and training. News releases on such accomplishments and announcements of new financial aid planning information are very appropriate and should be a part of your counseling procedures.

If you as a high school counselor will begin *NOW* on these specific courses of action, I guarantee you will fill a need in your community, you will develop professionally as a counselor and you will grow tremendously as a caring individual.

The road to becoming a competent financial aid counselor is not easy - but you will have great company along the way!

Dr. Allen D. McCune
Counseling
Halstead/Bentley Schools
Halstead, Kansas 67056

CAREER EDUCATION - A COUNSELING APPROACH

Introduction

Career education is a term which has many diverse definitions and which means different things to different people. Unfortunately, it has become a catch-all term which has eluded a useful definition. Further, the huge amounts of federal funds poured into career education have initiated and enlarged the programs, yet has not clarified basic goals. Too much money and time is spent in planning, producing unneccessary duplicated materials and devloping bureacracies - whose primary goal is to perpetuate themselves.

In spite of these handicaps, a real need still exists for career education. The need is to help people learn about themselves, the many opportunities open to them and how to choose and adapt to the inevitable-change. How can this best be done? Recent history has shown that vast amounts of federal funds have not produced the desired results. College classes, workshops, enormous amounts of reproduced media materials and "games" have not produced the desired results. This is not to criticize many of the career education programs which rely largely upon the above methods, they can be helpful. But when governmental agencies get into the act - any act, oversimplification, paperwork, quantitative evaluation and lack of creative leadership often prevail. Too often, the student is relegated to a minor position in the scheme of things.

A Counseling Approach

The goals of this type of career education program include not only providing information on available jobs, to collect files of information on careers or give interest tests - but to help the student begin to <u>think!</u> Think about themselves, their interests, likes, dislikes, the future, goals, plans and dreams. The counseling Approach does not "pigenhole" students into accepting - or rejecting a specific job; rather it seeks to help all students realize broad areas of possible interest to them. Examples would be the health fields, education or business. Materials are not the center of the program - people are! The students, teachers, administration and staff who are already a part of the school or district are the keys. The consultant, who "appears periodically" is simply not as effective as regular school personnel. Personal enthusiasm on the part of these people is a must!

Career education is everyones job! Each department and each teacher must be responsible for his/her part in this important part of the educational program. A teacher is simply not doing a complete job who allows students to spend part of a year with them if they don't spend some time on careers related to the course. Further, each teacher must work in the area of self-understanding and personal growth with students. Some courses lend themselves more naturally to this than others, for example the social sciences and literature provide many opportunities for students to explore themselves, attitudes. Physical education, home economics, fine arts, and business education all can contribute greatly to career education, <u>if the teacher wants to</u>! Such vital human concepts as observation, preciseness, verification, planning, theories and all manner of thinking skills can be presented well in the context of any established discipline.

Career education is not a "one-shot thing!" Nor is it a one-week fair or a "unit" to be sandwiched between football playoffs and Thanksgiving. It certainly is not suitable as a "time filler." Rather, it is a critically important aspect of human development in our contemporary society. It will not be completed

during a student's time in school; but if this phase of development is not handled successfully by the student, educational rhetoric and social reforms are worthless. Through our careers we, as individuals, draw together our values and knowledge into an effective (or ineffective) total life force. If this is not begun successfully during the formal school years - if people do not feel they have personal worth, value, skills and can make a significant contribution to life experiences and to society - problems will result.

> "Carried to its ultimate end - preparation for meaningful life in society should be the central focus of all educational endeavor."

Specific guidelines for the planning and implementation of the Counseling Approach to Career Education would include the following:

1. A counselor need not be the "guiding light" of the program - but the person responsible for the program must have a "counseling attitude" toward students, staff and education. Two important points must be noted here:

   Many counselors do not see career education as a real part of their responsibilities. Too many counselors have had no good, recent training in career education and too few have had any experience in the world of work outside education.

   There must be someone responsible for the program! Without a leader there will be chaos and failure. This leader would also be a "working partner" with the faculty not an "armchair" or "Ivory tower" administrator.

2. The person should have or develop a natural enthusiasm for career education and a background in non-educational areas is desirable. He/She should not be housed in a central office and should not receive their appointment because they could not handle administrative or classroom duties nor because they are nearing retirement or have had a poor athletic season. Career education is too important for this type of treatment.

3. The third step is to document what is presently being done in career education in the school or district. This is best done through individual conferences with each teacher, administrator, media personnel and other staff. Many faculty are doing things in career education - but they do not fully realize that they are. For example, many teachers, at all levels, are working in the very important areas of self-development, motivation and self-awareness. These conferences also stress the importance of the individual staff member and the comprehensiveness of the program. Through a brief documentation of what is being done any "gaps" or "over-duplication" can be discovered and appropriate steps taken. (duplication and repetition may be good parts of the program and different approaches to the same idea or concept may result in increased learning)

Faculty and staff must be made to feel that they are an integral part of the program. It is not something handed down from a central office nor is it something done in response to federal mandates or the receipt of a federal grant. These brief individual and small group meetings should be repeated two or three times per year for the purpose of encouragement, adding to the documenation, idea sharing, and discussion of specific techniques and procedures.

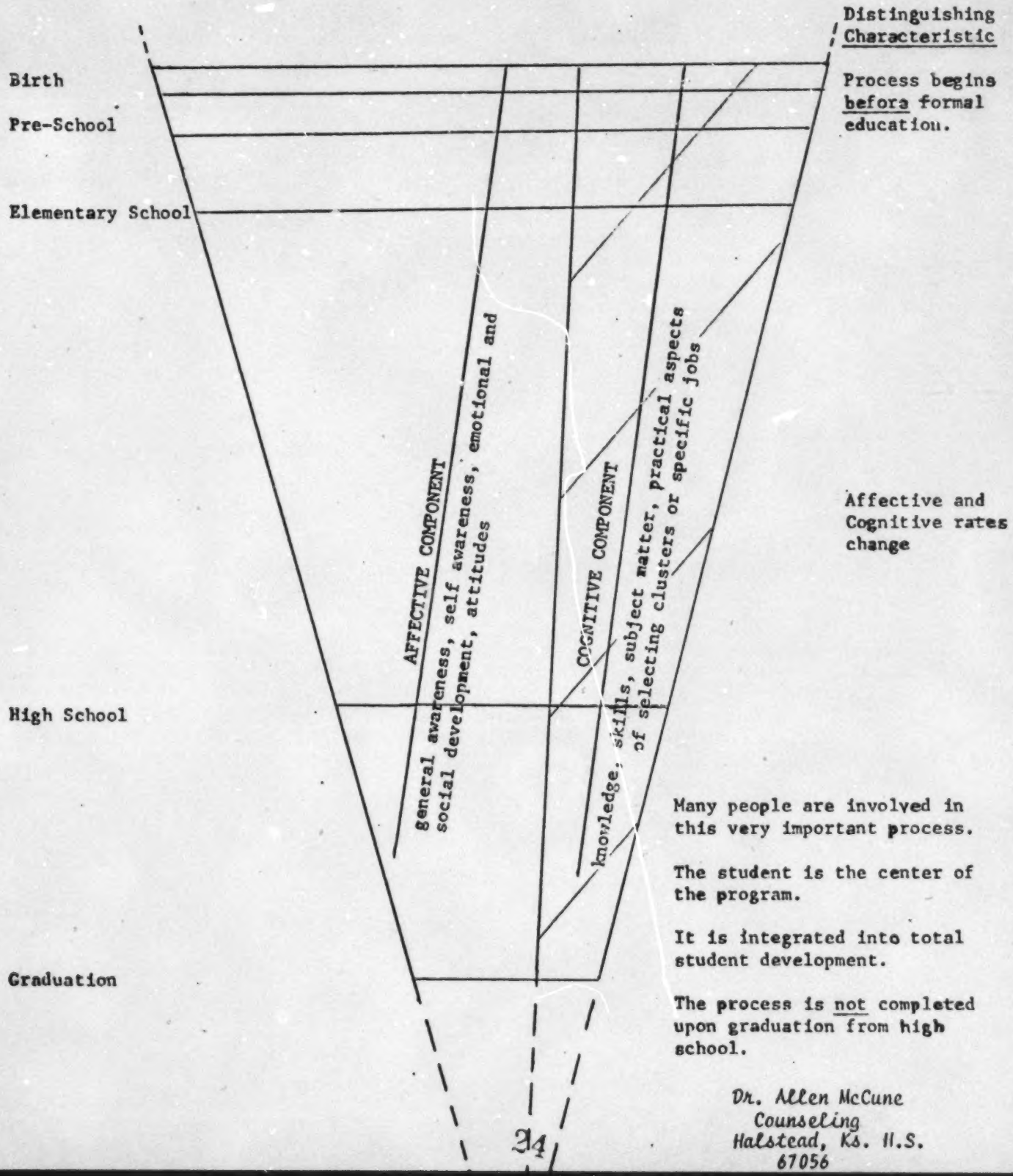
4. The fourth step in the Counseling Approach to Career Education is the accumulation, development, and dissemenation of materials. (It is an important part, but it is fourth - behind "leadership" and the "faculty" and "staff.") The materials are the results of: Needs of faculty and students, and some essentials, such as the Dictionary of Occupational Titles (D.O.T.)

The person responsible for the program serves as a coordinator of the materials adding and improving as needed. This person also serves as a resource person for the faculty and staff and will work directly with students on a regular basis. Since the purpose of this type of program is not staff expansion, obtaining federal grants or some other adjunctive purpose; this can be a school or district program with the primary emphasis on service to students - in a very vital area. Helping students "get it all together" in order that they make the most of their knowledge, skills, aptitudes, achievements, interests and - best of all - their individuality.

Figure 1 diagrams the Counseling Approach to Career Education.

Figure 1

Career Education
A Counseling Model



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67056

CAREER EDUCATION AND THE VOCATIONAL - TECHNICAL SCHOOLS

No high school can do everthing for every student at the same time. This is particularly true of the smaller high schools in rural areas. They must use community resources and other educational opportunities in the area.

Halstead High School has made good use of the community through the careers program and through the career counseling program. The Central Kansas Area Vocational School has three campuses located close to Halstead, Kansas. Halstead students generally attend the Newton, Kansas center 12 miles away. The vo-tech program offers a variety of programs, but the most popular have been:

Machine shop	Electricity	Office Education
Auto Mechanics	Agriculture	Building Trades

Students may attend ½ day at the vo-tech school during their junior and senior years and they may take up to two years of post-high school training. Since the program is a "co-operative," Halstead High School has a designated number of positions for each category. Therefore, is necessary, especially in the auto mechanics classes. Halstead High School pays the tuition for each student attending the vo-tech school plus a mileage allowance. Each student is responsible for purchasing tools, special clothing and materials.

Students indicate their interest each spring and all interested students are taken to the school for tours and presentations on the rules, regulations and offerings. Assembly programs are also presented to the total sophomore and junior classes on the general topic of "vocationl programs." Further, each senior talks with the counselor at least once about vocational programs - even if they are"college bound." The purpose of these sessions is to present - at least one time - the programs available in the many vocational areas. Students not planning to attend college or vocational school receive additional vocational counseling.

The students in the vocational-technical school receive three credits for passing their vocational classes and attendance is monitored carefully. The use of the vocational-technical school allows Halstead High School to provide vocational and career programs for students without the expense for additional facilities and staff. For the past four years and average of four students per year attended the vocational-technical program. Halstead High School continues to maintain excellent shop facilities; however career oriented students frequently attend the vocational-technical school for advanced training in these areas. Successful completion of the vocational programs offers not only graduation from high school, but each student receives a certificate of the "number of hours of instruction received" and help in obtaining a job in their chosen career area.

The vocational-technical school also provides materials for vocational counseling and career guidance for all classes at the high school including delivery of materials which are provided at no cost to the school or the students utilizing them. Their personnel are also available for seminars and presentations on all phases of vocational and career guidance.

THE STATE EMPLOYMENT SERVICE

In Kansas, the State Employment Service or "Job Service Centers" are a very important part of our career educational program. The local office is in Newton, Kansas 12 miles away. Through their office the high school has a micro-fische terminal which lists current jobs available in nearly every area of the state. The Job Service Center has also provided valuable service with social security, work requirements, special federal and state programs of employment and with current, practical vocational information and materials. These are provided at no cost to the district or to the students.

SENIOR CAREER MEETING

One of the most valuable parts of the career education program is the Senior Career Meeting. This has been done for eight years and has been very successful according to evaluations.

During the first week in January, while most colleges and universities are still between semesters or on inter-term, all members of the previous graduation class are invited to return to Halstead High School for a meeting with the current Senior Class. Of the 55 to 65 graduate invited each year between 10 and 14 attend. We begin planning for this meeting in November and those accepting our invitation, are those most interested in what they are doing, so the meetings have been informative to our graduating seniors.

Most of the students are in some type of education or training program; college, junior college or vocational school; however, we do have graduates who are in the military and who are working on-the-job. The first part of the meeting is structured with each graduate responding to the same series of questions. The questions have been developed during the first semester from interviews with seniors and relate to general information and personal reactions. During the second part of the hour, graduate respond to questions from the group. Because the questions are developed "new" each year and because of the contact between the two groups, there is an honest interchange of ideas, an openness and frankness which cannot be dupilcated by "faculty, staff" or "recruiters."

Many of the graduates who are in the military or are working, frankly share with the senior that they are now planning further education or training and many graduates have very frank advice for the seniors about studying, discipline costs and responsibility. Since there is still one semester of high school left for the Seniors, they can (and do) modify their schedule to take additional course work, take and independent study program or enter the careers (work-study) program.

So you're not going to college. . . .

For the past four years 40% of each graduating class at Halstead High School did not plan full time attendance at a post high school institution of any type. This figure is in line with national trends toward post high school attendance. Students not planning further FORMAL education; never-the-less must continue to LEARN and improve themselves and their job skills.

Competition is very strong for jobs in the future as million of people enter the job market. More and more training and skills will be required to obtain a job, keep a job and be promoted to better paying and more interesting positions.

If you are not planning to enter a formal college program, you may be interested in: vocational programs, technical schools, special schools, military service, apprenticeship programs or on-the-job training.

You will spend 45 to 55 years working. Decisions regarding your job will influence where you live and how well you live - as well as every facit of your life.

If you have any questions about jobs, careers, training programs or opportunities please stop in the counselors office.

Summary

Career education is a dynamic, process which ultimately takes place within each individual. Further, career education is education! It is the responsibility of all educators and should be represented throughout the educational spectrum from pre-school through graduate school. Career education is continuous and a shared responsibility with student assumming some responsibility for career education and future planning.

The only factor we can be sure about regarding the future of gainful employment is-change. We can no longer prepare individuals for long-term specific jobs or narrow fields of employment. Indeed our greatest potential for success is in the development of the individual. Traits such as self-awareness and confidence, learning skills, social, and communication skills as well as a questioning mind must be developed.

Career Education-Elementary Level

Career education in grades K through eight is handled primarily by the classroom teacher. It is a part of many standard academic disciplines. Departmental meetings, workshops,special materials and in-service programs reinforce the efforts of individual faculty members.

Career Education-Secondary Level

Career education in grades 9 through 12 and the "post high school" program encompass the following: Career education materials available in the counseling office and the media center. A Career Education file for teachers to utilize as a resource tool is also available. Career Employment Service, Civil Service and similar "front line." Agencies are provided on-campus visits by over 40 representatives of colleges, military, technical schools and business are scheduled. In-class career education experiencesare provided by the counselor in several areas.

A WORK-STUDY PROGRAM THAT REALLY WORKS!

(A Description of the Work-Study Program)

A major component of the secondary career education program at Halstead High School is the Careers program. This is a "work-study" program; however, it has several "different" aspects which have proven to be excellent for students in the total development of attitudes and self developing as well as skills in career.

The philosophy of the work-study (careers) program is that the school makes it possible for selected weniors to gain work experience during the regular school day and to receive academic credit for their work. The school does not "find jobs for students" nor does the school "dismiss students from their jobs." These arrangements are between the student and the employer. The high school counseling office does provide occupational information to all students and job openings to any interested students when they are available. The counselor also arranges for job interviews, makes recommendations, and prepares progress reports on the program.

Students interested in the work-study program apply through the counselors office. During the initial interview, the following topics are covered in detail:

High School grades and credits.
Student responsibilities if selected.
Aptitudes, attitudes, and abilities of the student.
Future career goals of the student.
Job opportunities available.

Students selected for the work-study program enroll in "careers" and a grade is given for the class on the basis of their performance on the job and their fullfilment of the requirements of the program. The counselor regularly contacts the employers, parents and students in the program and offers needed assistance when necessary.

The program includes:

Students are assisted in finding employment in an area which they have some interest, knowledge or experience.

They are helped to move upward from entry-level positions where ever possible.

The student receives high school credit toward graduation for work in the program. The student receives a grade determined by the high school counselor and the employer. The grade appears on the student's permanent record but it is not considered in honor roll determination or grade point average.

The director contacts employers on a regular basis and works with the student if problems arise relating to employment.

Students are helped to change jobs if this is necessary and they learn how to leave a position when necessary and to begin a new job.

Some advantages of this program over other vocational programs include:

Extremely low cost. Approximately 10 students per year utilize this program - and as many as 16 could be accomodated without additional expense to the district.

Students in the program have not only met immediate financial goals through the program and have made a committment to the "goals and attitudes of work" but they have also:

Realized which jobs are not suited to them.

Moved upward as many as four levels in their position - over a two year period.

Used their job skills and experience toward career goals.

Used their job skills and experience toward financing further education of different career goals. (for example: A student who worked in the "Careers" program for two years in laboratory pathology and pharmacy is putting herself through college by working in this area even though she is not majoring in these areas.)

The "job" is separate from school except as they relate in general areas.

The school does not hire or fire students.

The students need not "drop-out" of school to hold gainful employment.

Students can relate "school-learning" to on-the-job work.

Students frequently see a need for further education of training.

Students can (and do) participate in extra-curricular activities

Students may leave the work-study program and rejoin the regular curriculum and vice-versa.

Students are "meaningfully related" to the high school for a longer period of time.

Students attend regular high school classes for the balance of their program.

This program also works well with programs for the "gifted, and talented student."

Paperwork is held to a minimum for the school, employer and the student. However, adequate documentation is kept on all phases of the program.

A recent modification in the "Careers" program has been made which has enhanced its utility to the students. Previously students were released from school, generally the last hour of the school day or the last two hours in order to work. This followed the traditional pattern of working afternoons and after school.

Now, however, the curriculum has been modified so that a student may work any two hour block during the day. Generally these are consecutive, but need not always be. This requires considerable work in student scheduling and planning so that the students can take classes required for graduation, as well as taking classes in a wide variety of areas. The benefits of these modifications, however, are much greater than the additional work opportunities. For example students may now work in industrial positions where they work second or third shifts and begin school at 10:00 a.m. Students can now be placed in banks and financial institutions where help is needed during the morning hours. Students can also work "split shifts" in food service positions where they might be working during the first and fourth hours of the school day.

Supervision

Each employer is contacted at least twice per month and each student has a counseling conference at least twice per grading period is as minimum contacts. Contacts are greater during the initial phases of the program and if there are problems with employment. No matter how carefully students are screened and prepared, one or two each year are not successful in the program and have to return to a full class schedule. Students do change jobs while in the program and this is not considered a failure.

It is important to develop and maintain a good personal and working relationship with management and "line" personnel in industry and business so that if problems develop the employer (or student) will contact the high school counselor and know they will receive ehlp - not hasseling.

Evaluation

Each student in the program receives a grade for each credit hour in the Careers program. These grades are recorded on the student's transcript and count toward graduation. However, they do not count toward honor roll determination. In case of a student becoming ill or being off the job for a "valid" reason, the student may receive a "P" for "pass" for careers which carrys no academic credit. Credit is determined by the Counselor in consulation with employers and students. If problems arise, the counselor will help; but the students are not penalize "in school for problems on the job." An average of 3 students per year have some type of difficulty on their job in which the counselor becomes actively involved in mediation and counseling.

Following are:
- Student Information Form
- Program Application
- Student Evaluation Form
- Employer Evaluation Form
- Checklist
- Employment Verification Form
- Student Time Record Form
- Public Relations Flyer

Dr. Allen McCune
Halstead/Bentley
Schools; Halstead,
Kansas 67056

HALSTEAD HIGH SCHOOL
CAREERS PROGRAM

Seniors at Halstead High School are allowed to have released time from the regular school day for approved programs for which they qualify and which are in the best interest of their educational and total personal development. These programs include: Independent Study(on and off campus), Telenet programs, College Credit Programs(on and off campus), and a variety of other special, advanced, individual, and expanded opportunities.

So that the academic standards of Halstead High School will be maintained,a student in the "Careers Program" must meet all basic requirements for graduation as set by the State of Kansas and USD #440. Graduation requirements are outlined in the Student Handbook.

The basic requirements for participation in the Careers (Work-Study) Program include:

1. A student must be enrolled in at least 5 classes at Halstead High School, two of which may be in the "Careers Program."

2. Since the Work-Study Program is a part of the high school program, the student must have a job and work schedule completed before enrolling in the fall.

3. The student is expected to keep the school informed concerning the status of the student's program, (loss of job or change of job.) The student will keep a record of hours worked on file in the High School Counseling Office.

4. Should a student lose his job, he/she is to resume a regular high school program immediateley.

5. The student is provided a form outlining his Work-Study Program. The form is to be signed by the student, parents, employer, and a high school official. The school will contact the employer for a report approximately twice per month, more often if necessary for any reason.

6. The prime responsibility of the student and the school remains the successful completion of a course of study leading to graduation from Halstead High School. Therefore, if a student's Work-Study Program causes a noticeable decrease in academic performance, the program may be suspended temporarily or permanently.

7. Credit for the Careers Program may not exceed 2 credits per year. Credit counts toward graduation from Halstead High School, but the grades are not considered for Honor Roll, grade point average, or class rank.

8. Students involved in this program are still an important part of Halstead High School. The student's habits, attitudes, and social responsibility must remain the same as that of any other student enrolled in Halstead High School.

CAREERS
HALSTEAD HIGH SCHOOL
SENIOR WORK-STUDY PROGRAM

Recognizing that there are students who can profit from education and work experiences outside the formal school setting, selected seniors may apply for the Work-Study Program. This program makes it possible for a student to earn high school credit and to gain practical work experience while in high school. This is a cooperative program between the student, parents, employer, and Halstead High School. Each student involved must study the attached program outline and return the signed statement to the Halstead High School Counselor.

STUDENT

I understand all provisions of the Halstead High School Work-Study Program and agree to work out my high school schedule in accordance with those provisions (for _____ hour credit).

_____
Signature

PARENT

I want my student to take advantage of the Halstead High School Work-Study program. I understand all provisions of the program as outlined and approve my student's participation.

_____
Signature

EMPLOYER

COMPANY _____

ADDRESS _____

I have been contacted by _____ concerning the
Name of Student
Halstead High School Work-Study Program and agree to cooperate with the student and the high School. This cooperation will include a progress report to the school when requested during each grading period throughout the school year.

DATE _____ _____
Signature

HIGH SCHOOL OFFICIAL

Halstead High School will make every effort to work out a program of study that will be most beneficial to the individual student and that will allow the student to take full advantage of the provisions of the Senior Work-Study Program.

_____
Signature

This form will be placed in the student's personal file in the guidance office and will be considered a part of the student's senior year schedule.

(C-12,rev. 11/77)
(rev. 11/78)
(rev. 11/79

HALSTEAD HIGH SCHOOL
"CAREERS PROGRAM"
EVALUATION
STUDENTS

Name _____ Date _____

Employer (s) _____ Supervisor (s) _____

_____ _____

What did you enjoy and learn most from being in the Careers Program?

_____

_____

What did you not like about the program? _____

_____

_____

What suggestions would you have for improving the program? _____

_____

_____

Other comments? _____

_____

Do you feel that students should continue to receive high school credit and be paid for working? _____

HALSTEAD HIGH SCHOOL

"CAREERS PROGRAM"

EVALUATION

EMPLOYER

The Halstead High School Careers Program is designed to release students from the classroom in order to gain work experience in the community.

Students receive high school credit for their work (one or two credits) and they are paid for their work by the employer.

We appreciate, so much, your participation in this program by providing employment for one or more students from Halstead High School. An important part of any program is evaluation.

Will you please complete the following items and return to me in the envelope provided.

Thank you!!

Allen McCune/Counselor

Student _____

Were you satisfied with the student's performance on the job? _____

Was the student as good an employee as you usually hire? _____

Would you hire a high school student again? _____

How might the school help more in the program? _____

_____

What other suggestions do you have for such a program? _____

_____

Other comments _____

_____

FORMS USED IN THE CAREERS PROGRAM

This is the "postcard" which is sent to each employer every other week to verify employment and to determine if there are problems with the student's employment. This also documents for the Kansas State Department of Education that the student is employed during school hours.

Employer _____ *Date:* _____

Students: _____

_____

_____

Please sign below and mail this card if the above students are currently enployed and performing their duties in a satisfactory manner. If there are problems with their employment, please call Allen McCune, Halstead High School Counselor (835-2682)

_____
(signature)

Thank you for helping with this part of our educational program.

CAREERS - work-study PROGRAM

Year _____
Dr. McCune

Student	Hours Enrolled	Employer and telephone	Request	Parent form	Employment checks 1st	2nd	3rd	4th	8

WEEKLY TIME REPORT

Student _____ 9 Weeks _____

Employer _____

Mon.	Tue.	Wed.	Thur.	Fri.	Total	init.

Student _____ 9 Weeks _____

Employer _____

Mon.	Tue.	Wed.	Thur.	Fri.	Total	init.

DO YOU NEED HELP WITH YOUR:

LAWN MOWING
CLEANING BASEMENTS
CLEANING GARAGES
WASHING WINDOWS
WASHING CARS
WAX AND POLISH CARS
BABY SITTING
RETAIL SALES
LOADING AND UNLOADING
RAKE YARD
HOUSE CLEANING
WAITRESSES
JANITOR
PAINTING
HAY HAULING

TRACTOR DRIVERS
CAR HOPS
CARPENTER HELPER
PLUMBER HELPER
ELECTRICIAN HELPER
GROUNDS KEEPING
CLERICAL (TYPING)
DISH WASHING
KITCHEN HELPERS
BUILDING MAINTENANCE
STOCK BOY
STOCK GIRL
CONCESSION COUNTER ATTENDANT
SERVICE STATION ATTENDANT

CONSTRUCTION HELPER
SACK BOY
LAUNDRY WORKER
PACKER
ORDER FILLER
SORTER
GARDEN WORKER
LETTER STUFFER
WELDER
WELDER HELPER
WAITER
LABORER
NURSE AIDE
MECHANIC'S HELPER

OR ANY OTHER JOB FOR WHICH YOU CAN USE STUDENT HELP

PHONE OR STOP BY TODAY

Halstead High School
420 West 6th
Halstead, Kansas 67056
316-835-2682

JOB SERVICE

LET THE YOUTH OF YOUR COMMUNITY HELP

GES P 435 (Rev. 3-77)